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DESCRIPTORS *Art Education; *Curriculum Development; *Educational Change; *Educational Objectives; Educational Policy; Elementary Secondary Education; Higher Education; *National Surveys; Role of Education; Student Educational Objectives

ABSTRACT

This report contends that the arts provide unique ways of knowing about the world and should be considered central to learning. The report discusses arts education as it exists in the United States, and presents ideas and arguments about how arts education should be reformed. The national panel that produced this report received information from three principal sources: the testimony of witnesses and staff at panel meetings; selected works already published; and materials specifically generated by staff, consultants, and witnesses. The report begins by reviewing the traditions that formed the culture and educational goals of the United States, and then goes on to describe the current state of arts education. It is concerned not only with schools, but with institutions of higher learnings and arts education programs run by community groups, city agencies, arts institutions, and other social institutions. The report describes successful experiments, and emphasizes that there is no single model that works for all, and recognizes the existence of many schools that already have excellent programs in the arts. The report concludes by offering recommendations in the following 15 areas: (1) Making art; (2) Beyond "art and music"; (3) How children grow; (4) Teachers; (5) Artists; (6) Leaders; (7) Future artists; (8) Local treasure; (9) Sharing the wealth; (10) The ill, the isolated and the handicapped; (11) New technology, mass media; (12) Higher degrees; (13) Policy; (14) Funding; and (15) Research. A number of appendices which concern how data for the report were gathered, and a selected bibliography also are included. (DB)

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